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AUTHOR	Garcia, Paula
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ABSTRACT

This syllabus and curriculum guide were developed for a 12-week course in workplace Spanish for clinical workers at the Claretian Medical Center on the south side of Chicago. The purpose of the class was to provide basic communicative abilities in Spanish to the medical staff---registered nurses, triage nurses, and laboratory technologists--such as saying greetings, understanding patient injuries and illnesses, and asking simple questions. Topics for each of the 12 weeks include the following: greetings, letters of the alphabet, and numbers; days and dates; body parts; times, symptoms; family members, internal organs; medicinal warning labels; vocabulary; clinic; giving directions; listening skills; food and diet; and review and posttest. Each week's outline lists objectives and activities. (YLB)

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ED 425 290

WORKPLACE SPANISH FOR HEALTH CARE WORKERS

Claretian Medical Center and the Union of Needletrades, Industrial & Textile Employees

in partnership with: the Worker Education Program of Northeastern Illinois University's Chicago Teachers' Center

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Paula Garcia, Training Coordinator and Instructor

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SPANISH FOR HEALTH CARE WORKERS
CLARETIAN MEDICAL CENTER

This syllabus and curriculum guide reflect what was taught in a 12-week course for clinical personnel at a medical center located on the far south side of Chicago. Class was given once a week for two hours. The purpose of the class was to provide basic communicative abilities in Spanish to the medical staff. The students were registered nurses, triage nurses, and laboratory technologists. They claimed to know no Spanish, but, upon taking a short pre-test, the students found that they did have some knowledge of simple words which they had acquired by trying to talk to patients and picking up certain words and phrases from fellow workers.

This curriculum was developed through the use of a task analysis and extensive feedback from students to discover their particular communication needs. These needs focused on saying greetings, understanding patient injuries and illnesses, and asking simple questions. By the end of the course, most students were able to do these things with little difficulty, while others needed to clearly think about what they were trying to say, and still had some errors. All in all, students at least felt comfortable with the language and had developed a better feel for how the language sounds and how it is expressed.

Texts used for this course were:

Communicating in Spanish for Medical Personnel, by Julia Jordan Tabery, Marion R. Webb, and Beatrice Vasquez Mueller (Little, Brown & Co., Boston: 1972).

Medical Spanglish, by Trudy Espinoza-Abrams (MedMaster, Miami: 1993).

SPANISH FOR HEALTH CARE WORKERS: SYLLABUS
CLARETIAN MEDICAL CENTER

Week 1:	Greetings
	Letters of the Alphabet
	Numbers by tens
	Basic clarification ("Please slow down," "I don't understand," etc.)
	Asking basic personal questions (What's your name? Where do you live? etc.)
Week 2:	Days of the week
	Months
	Saying dates
	Forming questions with "what, when, and where"
Week 3:	Review of weeks 1 & 2
	External body parts
	Saying dates
	Forming questions with "have, do, and is/are"
Week 4:	Saying times
	Describing cold symptoms (chills, fever, pain, etc.)
	Asking about pains and illness
Week 5:	Review of weeks 3 & 4
	Describing and understanding symptoms
Week 6:	Family members
	Possessive
	Internal organs
Week 7:	Review family members
	Medicinal warning labels
	Pronouns

Week 8:	Review pronouns
	Vocabulary building: verbs
Week 9:	Areas in the clinic
	Giving directions
	Future tense
Week 10:	Listening skills: recording
	Practice using future tense
	Review for Post-test
Week 11:	Food and diet
	Post-test
Week 12:	Results of Post-test
	Review foods
	Actions and Exercise
	Evaluation

Week 1

Objectives: Greetings
Letters of the Alphabet
Basic clarification ("Please slow down," "I don't understand," etc.)
Asking basic personal questions (What's your name? Where do you live? etc.)

Activities:

1. The teacher and students greet each other and introduce themselves in Spanish.
2. The teacher explains objectives of the course. Students take a mini-pre-test to demonstrate any prior knowledge of the subject.
3. The class brainstorms 5 to 6 questions to ask for general information, such as: What is your name? Where do you live? What do you do? Do you have an appointment? etc. The teacher provides the Spanish translation and the format of the answers. (The teacher also provides language for asking someone to slow down or repeat what they said.)
4. Students put 1 question each on an index card. Students approach one another and ask their question while their partner answers.
5. Students learn letters of the alphabet and their pronunciation. Students identify letters on index cards that the teacher displays.
6. In pairs, students ask each other to spell their names.

Week 2

Objectives: Days of the week
Months
Saying dates
Forming questions with "what, when, and where"
Numbers

Activities:

1. Review numbers handout. Students repeat numbers as teacher dictates them.
2. Students practice numbers 1 through 99 with the ball throwing activity.
3. In pairs, students ask each other for address and phone number in Spanish.
4. Students learn days of the week. In a chain, students ask what day is today, tomorrow, yesterday.
5. Students learn months in Spanish. In a chain, students ask each other when their birthday is.
6. Using a calendar, students ask about dates this week, last week, and next week.
7. Students complete worksheet using "how many", numbers, days, and months.
8. Review: numbers, letters, days, dates, months. Students write as teacher dictates.

Week 3

Objectives: Review of weeks 1 & 2
External body parts
Forming questions with "have, do, and is/are"

Activities:

1. Review and practice letters, numbers, days of week, and months.
2. In a chain, students ask what date is today, yesterday, tomorrow.
3. Students take a short dictation quiz on dates, numbers and letters.
4. Students complete verb charts for "to be, to have, and to go". **Homework**: sentence writing.
5. Students learn 10 external body parts and practice saying and listening to a patient describing pain in that area.
6. As a class, students write short dialogues between a patient and clinic staff, talking about pain in particular body part.

Week 4

Objectives: Saying times
Describing cold symptoms (chills, fever, pain, etc.)
Asking about pains and illness

Activities:

1. Review quizzes from the previous class. (Collect homework.)
2. In a chain, students ask what date is today, yesterday, tomorrow.
3. Students learn how to ask for and say times in Spanish. They practice listening to and saying times with Before Book One clock pictures.
4. As a class, write an LEA dialogue telling patient when their next appointment is and practice in pairs.
5. Review body parts from the previous week.
6. Using flash cards depicting illnesses, students describe the illness and symptoms.
7. As a class, students choose 1 flash card and brainstorm 2-3 questions to ask a patient with this problem. Use these questions to write mini-dialogues for roleplays.

Week 5

Objective: Review of weeks 3 & 4
Describing and understanding symptoms

Activities:

1. Review telling time in Spanish using time flash cards.
2. Review body parts by playing Simon Says.
3. Review describing illnesses and symptoms using picture cards.
4. Students complete worksheet with dialogue from previous week and vocabulary review.
5. Go over question words and verb forms. Students do verb worksheets in pairs, practice writing questions with different verb forms.
6. In pairs, students choose 1 illness card and write mini-dialogues based on the picture.

Week 6

Objectives: Family members
Possessive
Internal Organs

Activities:

1. Review telling time in Spanish using time flash cards.
2. Review body parts by playing Simon Says.
3. Body parts quiz: students identify body parts on line drawing.
3. Family members: create a family tree and identify family members.
4. In pairs, students ask each other about their families and report back to the class.
5. Learn names of internal organs and practice.

Week 7

Objectives: Medicinal warning labels
Pronouns

Activities:

1. Review family members using Kennedy family diagram.
2. Students learn direct object pronouns and do practice exercises.
3. Review verbs "tomar" and "poder". Conjugate as a group.
4. Do medicinal warning labels matching exercise.
5. In pairs, write dialogues of a nurse explaining medicinal warnings to a patient.

Week 8

Objectives: Review pronouns
Vocabulary building: verbs

Activities:

1. Students do pronoun replacement worksheet.
2. In pairs, students identify verbs on flash cards.
3. Students play concentration using pairs of different verb forms.

Week 9

Objectives: Areas in the clinic
Giving directions
Future tense

Activities:

1. Review infinitive verb forms on index cards.
2. In pairs, play concentration with pairs of different verb forms.
3. Teachers explains structure of the future tense.
3. Homework: students chose 3 verbs cards and write sentences in the future using the verbs.
4. Review internal organs (p. 86, Medical Spanish) and do future tense mini-dialogues.
5. Students list areas in the clinic and describe where they are.
6. As a class, write a dialogue telling a patient how to get to a certain area in the clinic.

Week 10

Objectives: Listening skills: recording
Practice using future tense
Naming common illnesses
Review for Post-test

Activities:

1. Review illnesses and do illness matching worksheet. In a chain, students ask each other if they had had one of the illness listed. Brainstorm possible follow-up questions.
2. Students read future sentences written for homework.
3. Review verb cards. In pairs, students write mini-dialogues using 3 of the verb cards.
4. Listening exercise: students listen to radio ad about UIC's perinatal ward and do cloze exercise.
5. Review past 10 weeks for final exam.

Week 11

Objectives: Review and Post-test
Food and diet

Activities:

1. Review body parts, months, days, and telling time.
2. Students do final test.
3. In pairs, students read dialogue between a nutritionist and patient.
4. As a class, brainstorm dietary advice for patients with different conditions, such as: pregnancy, high blood pressure, obesity, and diabetes.
5. In pairs, students write dialogues in Spanish between a nutritionist and patient who is either pregnant or has high blood pressure. Read dialogues to group when done.
6. Students review a list of fruit and vegetable vocabulary words.
7. Using "¿Te gusta/gustan...?", students ask each other if they like the various fruits and vegetables just learned.
8. **Homework**: write a list of ingredients of salad or chicken soup.

Week 12

Objectives: Results of Post-test
Review foods
Actions and Exercise
Evaluation

Activities:

1. Go over results of post-tests.
2. Discuss homework assignment.
3. Students learn vocabulary of other food items.
4. In small groups, students write menus for patients with various health problems, following good nutritional habits.
5. Students brainstorm verbs of action depicting exercise; the teacher supplies the Spanish equivalent. In pairs, students ask each other if they like doing the actions.
6. Students fill out class evaluation forms and Learner Assessment forms
7. Graduation and goodbyes.